

# INCLUSION POLICY

---

## Contents

1	NQS .....	2
2	National Regulations.....	2
3	EYLF .....	2
4	Aim .....	2
5	Related Policies .....	2
6	Implementation and Underlying principles.....	3
7	Learning Environments.....	3
8	Promoting Each Child's Full Potential .....	4
9	Professional Support Services for Children – working with all stakeholders.....	5
10	Professional Development for Educators .....	5
11	Cultural Diversity and Inclusion .....	5
12	Gender Equity.....	6
13	Sources.....	7
14	Reviews .....	7
15	Version Control Table .....	7

## 1 NQS

QA3	3.1.3	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
QA6	6.2.1	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
	6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
QA5	5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
	5.1.2	The dignity and rights of every child are maintained.
	5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviours of others and communicate effectively to resolve conflicts.

## 2 National Regulations

Regs	155	Interactions with children
	156	Relationships in groups
	157	Access for parents

## 3 EYLF

LO1	Children feel safe, secure, and supported
	Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
	Children develop knowledgeable and confident self identities
	Children learn to interact in relation to others with care, empathy and respect

## 4 Aim

To provide each child, regardless of their additional needs and abilities, with a supportive and inclusive environment that allows each child to fully participate in their education and care at the service.

## 5 Related Policies

The Kids' Uni Policies and Procedures apply to Kids' Uni North, Kids' Uni South, Kids Uni CBD, Kids Uni iC.

Child Wellbeing Policy (CHI-ADM-POL-009)  
 Enrolment and Booking Policy (CHI-ADM-POL-022)  
 Orientation for Children Policy (CHI-ADM-POL-041)  
 Relationships with Children Policy (CHI-ADM-POL-050)  
 Health, Hygiene and Cleaning Policy (CHI-ADM-POL-030)  
 Immunisation and Diseases Policy (CHI-ADM-POL-033)  
 Infectious Diseases Policy (CHI-ADM-POL-035)  
 Medical Conditions Policy (CHI-ADM-POL-038)  
 Guiding Children's Behaviour Policy (CHI-ADM-POL-070)  
 UOW Pulse Respect for Diversity Policy

## 6 Implementation and Underlying principles

- 6.1 Our services advocate for the inclusion of all children and acknowledge that all children are entitled to quality early childhood education and care. Where we have the capacity, knowledge and skills, we will welcome and will support families who:
- i. are Aboriginal or Torres Strait Islanders
  - ii. have recently arrived in Australia
  - iii. have a culturally and linguistically diverse background
  - iv. live in isolated geographic locations
  - v. are experiencing difficult family circumstances or stress
  - vi. are at risk of abuse or neglect
  - vii. are experiencing language and communication difficulties
  - viii. have a diagnosed disability—physical, sensory, intellectual or autism spectrum disorder
  - ix. have a medical or health condition
  - x. demonstrate challenging behaviours and behavioural or psychological disorders
  - xi. have developmental delays
  - xii. have learning difficulties
  - xiii. are gifted or have special talents
  - xiv. have other support needs
- 6.2 We understand that additional needs arise from different causes, and that each child requires an individual response from us. Any child may have additional needs from time to time.
- 6.3 We recognise that additional needs may be temporary or for a lifetime.
- 6.4 We will include all stakeholders in planning and decision making for a child with additional needs, including the creation of written plans for children as needed. Written plans may include plans for guiding children's behaviour and aim to provide consistency and transparency for all stakeholders.

## 7 Learning Environments

- 7.1 Where possible, the service environment and equipment will be designed or adapted to ensure access and participation by every child in the service to support the inclusion of children with additional needs.
- 7.2 The service will ensure the program and curriculum meets the needs of children with additional needs. Learning materials and equipment will reflect positive inclusion practices and children with additional needs in the community.
- 7.3 The service will work with external professionals and families to ensure that learning environments are suited to each child with additional needs and children and families from culturally diverse backgrounds. We will also involve children in this process.

- 7.4 Children may have sensory sensitivities to pressure, texture, smell, noise or visual expectation of the environment or colour which may need to be considered in the environment.
- 7.5 Regardless of a child's additional needs, all children will be encouraged to feel safe and secure during their education and care at the service, we achieve this through the creation of strong physical, and also, social environments.
- 7.6 We understand that predictability is important for children and so we will involve children in decision making about changes to the environment.

## **8 Promoting Each Child's Full Potential**

- 8.1 We support children to develop to their full potential. Our philosophy highlights our commitment to equality and fairness for all children. Every child in our service is an individual and we aim to promote and encourage this by:
  - i. Our commitment to ensuring each child is able to fully participate in their education and care at the service.
  - ii. Helping children to develop cultural competence and have a respect for physical, racial, religious and cultural differences.
  - iii. Enabling children to develop autonomy, independence, competency, confidence and pride.
  - iv. To provide all children with accurate and appropriate material that provides information about the additional needs of others.
  - v. Providing well trained and knowledgeable educators who encourage children to experience active and energetic play in order to develop their physical potential.
  - vi. Presenting children with a wide range of male and female work roles, both within the home and the workplace, including nurturing roles.
  - vii. Encouraging children to develop friendships with each other based on mutual trust and respect.
  - viii. Including in our program and curriculum, and the physical environment, an awareness of cross-cultural and non-discriminatory practices.
  - ix. Using a program that is based on a child's development, that is also relevant to the children's life experiences, interests and social skills.
  - x. Encouraging parents from non-English speaking backgrounds to contribute their knowledge and culture to the service to enhance the program.
- 8.2 Educators will familiarise themselves with, and share knowledge about, the specific communication needs of each child. This will include verbal and non-verbal communication skills and cues. Where applicable, this may include things such as sign language and or learning key words in the child's home language.

## 9 Professional Support Services for Children – working with all stakeholders

- 9.1 The service will work with families to seek external professional support services for children with additional needs.
- 9.2 Educators will liaise with the Nominated Supervisor to ensure the needs of each child are met throughout their education and care at the service.
- 9.3 The service will use the Enrolment Form to gather information about children with additional needs as a starting point. Educators will encourage families to update this information throughout the year and families are responsible for passing on information from any professional support services accessed outside of the service. This will promote the continuity of learning for each child.
- 9.4 Information gathered about children may be used to develop an individual support plan in consultation with families, the child's medical practitioners and/or professional support services.
- 9.5 The service will work with local schools to help children with additional needs transition to school. Once we have permission from the family, we are open to sharing information about the additional needs of children to promote continuity of learning.
- 9.6 Educators will remain positive, open-minded and honest at all times.
- 9.7 Kids Uni is able to gain access to and/or submit an application for support funding for an additional worker to support inclusion of children with additional needs. Applications are generally made through *Include Me – Big Fat Smile*, who supports educators through the application and submission process.

The Inclusion Development Fund (IDF) is funded by the Australian Government. The service can lodge an application for Inclusion Support Program (ISP) funding for additional support workers through the Inclusion Agency. Funding will be granted when the child meets specific criteria. ISP workers will help the service with the inclusion of children with additional needs and will support educators in putting together an individual program for each child.

## 10 Professional Development for Educators

Our service will access professional development for educators as needed to help the service meet the needs of each child with additional needs.

## 11 Cultural Diversity and Inclusion

Australia is a pluralistic society regardless of specific regional variations in cultural profiles. In order to reduce bias and ensure that no child is excluded our service will abide by the following practices:

- 11.1 Our service will promote and value cultural diversity and equity for all children, families and educators from diverse cultural and linguistic backgrounds;
- 11.2 Our service will develop a positive self concept for each child and adult in the group by exploring the cultural backgrounds of each family and child;
- 11.3 Our service will endeavour to provide a foundation that instils in each child a sense of self identity, dignity and tolerance for all people;

- 11.4 Our service will increase the knowledge and understanding each child has about his or her own cultural ethnic heritage in partnership with their family, educators and community and other children in the Service.;
- 11.5 Our service will recognise individual differences within a cultural or ethnic group and work closely with each family to avoid common stereotypes.
- 11.6 Our educators will reflect on their own bias and how this impacts their work with families and children.
- 11.7 Children will be supported to use their home language in our service.
- 11.8 Our service will acknowledge the traditional custodians of the land on which we learn, play and work. We will encourage children to learn about the rich history of Aboriginal people in Australia.
- 11.9 Our service will create a Reconciliation Action Plan and work with our community to include Aboriginal perspectives in our programs and environments.

## **12 Gender Equity**

- 12.1 Gender equity is based on the understanding that differences in experiences and outcomes, impact on the expectations, interests and behaviours of both sexes. It acknowledges that the impact is often one which constrains and limits, rather than expands options and possibilities for all children.
- 12.2 We will provide a stimulating learning environment in which all children will be encouraged to explore a full range of experiences and emotions. Educators will discourage the identification of particular skills, behaviours and feelings as 'masculine' or 'feminine' which may restrict their opportunities and choices.
- 12.3 Educators will be mindful of the images of women and men that are prevalent within society and be aware of and monitor their own language, attitudes and assumptions with regard to gender and anti-bias.
- 12.4 Educators will ensure, throughout daily interactions with children and families that they give positive messages about gender equity through their actions and words and avoid giving messages that promote traditional gender roles and gender bias.
- 12.5 Educators will encourage and support all children to participate in the full range of experiences and activities.
- 12.6 Educators will encourage all children to express their emotions and to display affection and empathy.
- 12.7 A range of texts and images will be included in the program which represent a range of possibilities for males and females and explores issues of race, class and family structure.
- 12.8 Educators will actively encourage children to explore their own gender identities and the impact of gender relations in their play.
- 12.9 Educators will engage children in discussion about the gender identities presented in a range of media.

12.10 We will work with families to develop an understanding of their views on gender identity for their child, preferences regarding the use of pronouns for their child. We understand that the use of pronouns can convey acceptance, respect and understanding of people's identity.

### 13 Sources

Education and Care Services National Regulations 2011  
 National Quality Standard  
 Early Years Learning Framework  
 KU / BFS Inclusion Agency <http://bigfatasmile.com.au/include-me/>  
 Reconciliation Australia  
 Reimagine Australia (*formerly Early Intervention Australia*)

### 14 Reviews

This policy will be reviewed every 3 years and the review will include Management, Employees, Families and Interested Parties

### 15 Version Control Table

Version Control	Date Released	Next Review	Approved By	Amendment
1	February 2012	February 2013	Michele Fowler Manager – Kids Uni	
2	February 2013	February 2014	Michele Fowler Manager – Kids Uni	Paragraph inserted re application of policies across all centres. Migrated into new QA format.
3	Feb 2014	Mar 2016	Michele Fowler Manager – Kids Uni	Policy reviewed with no changes required. Review period changed to 2 years Minor editorial changes made.
4	Mar 2016	Mar 2018	M.Gillmore – UniCentre Manager	Policy reviewed with no changes required.
5	May 2018	May 2021	K.Grose – Children's Services Manager	Changed the name of Policy from 'Additional Needs' to 'Inclusion Policy', Updated references to NQS Included reference to our written plans for guiding behaviour. Updated references to funding and funding bodies to reflect current terminology
6	Nov 2019	May 2021	Nicole Bray – Director Kids Uni iC	Updated to reflect name changes to Kids Uni iC
7	Dec, 2021	Dec, 2024	K.Grose – Children's Services Manager	Updated language and terminology throughout policy Included philosophical elements such safety, security and predictability for children. Included reference and alignment to the new GCB Policy. Added content that was previously from the 'Relationships with Children' Policy around Gender Equity and Cultural Diversity.